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ABSTRACT

This statement of function for pupil personnel services (PPS) in the Department of Defense Dependents Schools (DDDS) focuses on the support role of pupil personnel workers. General, program, and specific functions of school counselors and psychologists, social workers, educational prescriptionists, school health nurses, and resident hall advisors are outlined. Program evaluation and research functions are also listed. The guide is designed to identify the broad areas of responsibility commonly found in PPS programs, although the actual function depends on the unique needs of the population being served. Emphasis is on the creation of an educational environment that is conducive to the personal, social, academic and vocational growth of students. (JAC)

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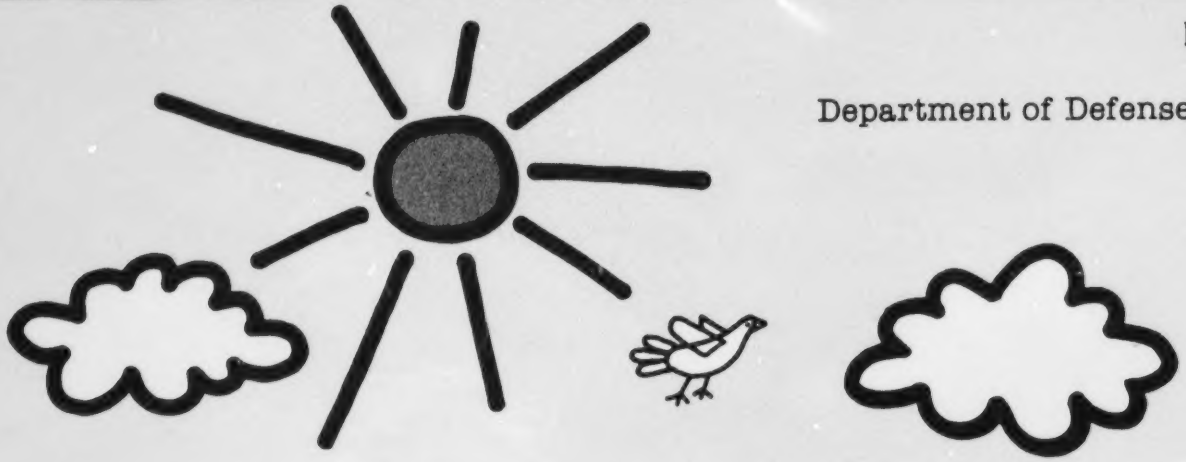

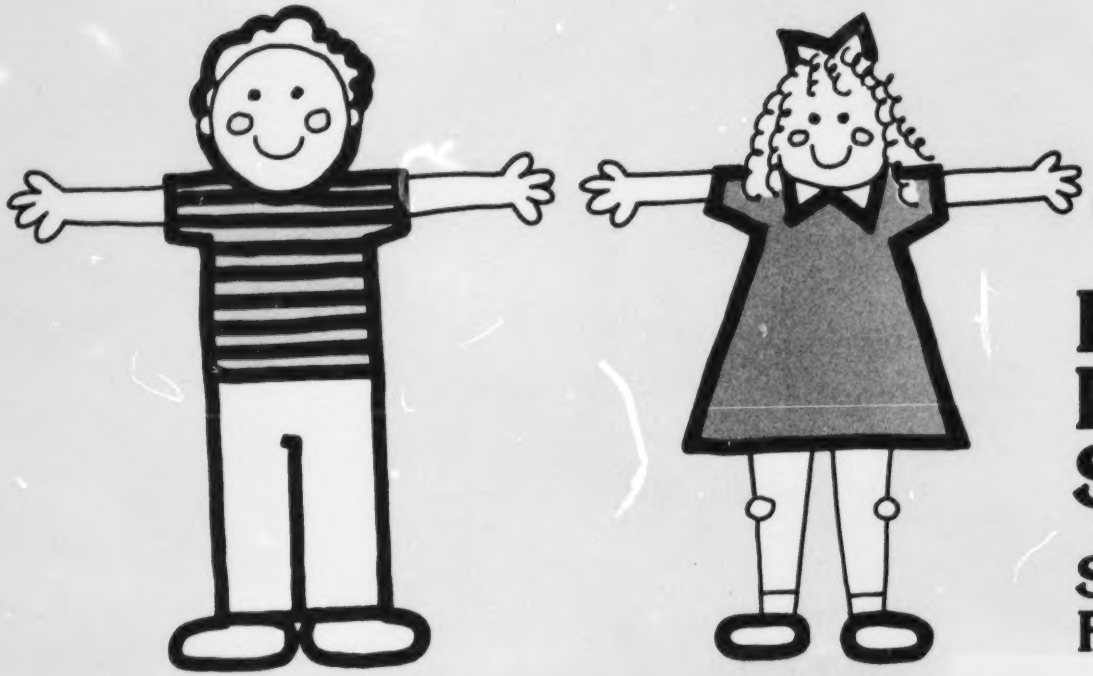

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Pupil Personnel Services

Statement of Functions

Anthony Cardinale, Director
Dept. of Defense Dependents Schools

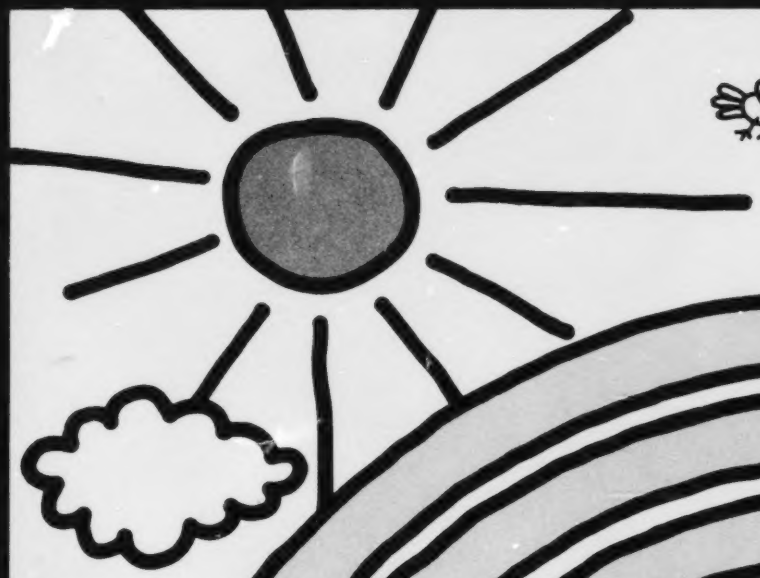
Preface

Pupil personnel services (PPS) are designed to provide supplementary support to the regular educational program and daily classroom/school activities. In this role the pupil personnel specialists have the opportunity to work closely with students in areas of personal and educational concerns which support the classroom teacher's objectives.

The major task of PPS is to assist in creating an educational environment conducive to personal, social, vocational, and academic growth of students.

The statement of PPS functions is designed to identify the broad areas of responsibility commonly found in PPS programs. The actual functions of the pupil personnel worker should respond to the unique needs of the population being served. Specific service which may be provided within the broad areas described in this manual should be the result of discussions between the supervisor and the PPS staff member.

Anthony Cardinale
Director



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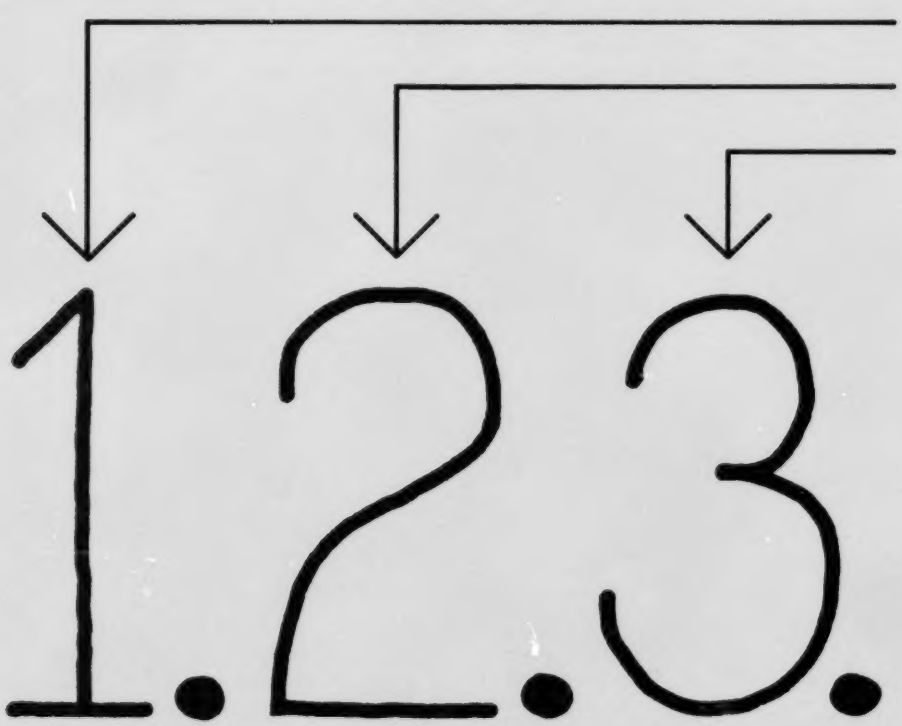
NOTE:
The position of Educational Prescriptionist is new to most regions of DoDDS but has been used for some time in DoDDS-Panama. It will appear in the 1981/82 teacher recruitment brochure in the 400 series.

Statement of Functions

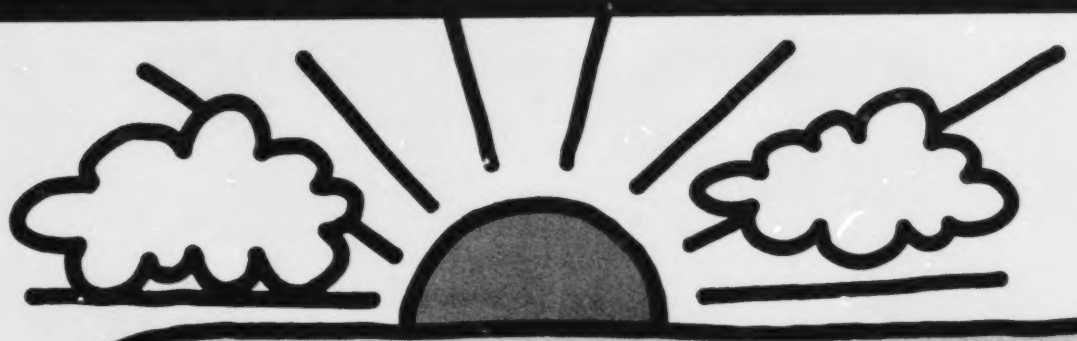
The first digit of the number of each statement refers to the general function to which it relates. The second digit refers to the program function. The third digit identifies the specific function.



General Function
Program Function
Specific Function

The function statements have equal value, and sequence is in no priority order. All are essential. Specific functions are not to be considered inclusive but only presented as examples.

Organization and Numbering Code



Guidance Counselors

1.0 Provide Counseling Services

1.1. Counsel students individually and in groups

- 1.1.1 Assist students to develop their maximum potential
- 1.1.2 Assist students to develop decisionmaking competencies
- 1.1.3 Provide opportunities for students to develop interpersonal skills
- 1.1.4 Assist students in recognizing the uniqueness of the individual
- 1.1.5 Provide short-term group counseling for students
- 1.1.6 Assist students to understand their abilities
- 1.1.7 Assist students to understand their aptitude
- 1.1.8 Assist students to understand their interests
- 1.1.9 Assist students to understand their attitudes and values
- 1.1.10 Help students to understand their opportunities for self-fulfillment
- 1.1.11 Help students to understand the relationships among abilities, aptitudes, interests, attitudes, and values
- 1.1.12 Provide crisis intervention counseling, as required

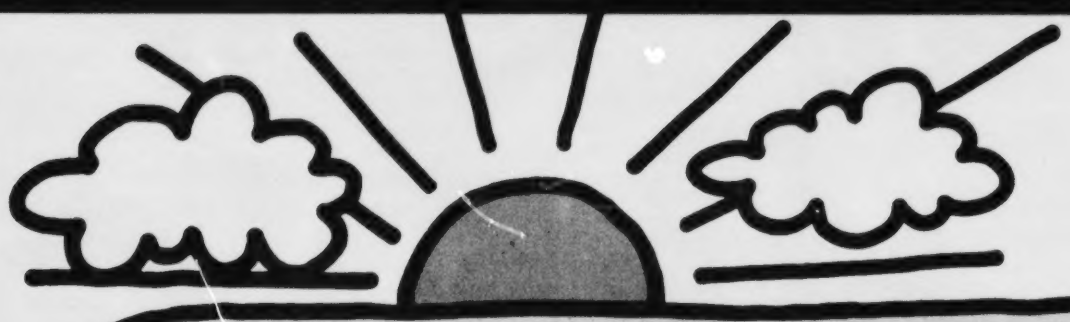
1.2 Counsel Parents

- 1.2.1 Assist parents to understand the developmental stages of child growth
- 1.2.2 Assist parents to understand their child's educational needs
- 1.2.3 Assist parents to understand the social and emotional needs of their children
- 1.2.4 Assist parents to understand their child's career interest(s)
- 1.2.5 Assist parents to understand the rationale for counseling intervention
- 1.2.6 Assist parents to understand their child's unique environment
- 1.2.7 Assist parents to develop parenting competencies

2.0 Provide Consultation Services

- 2.1 Consult with teachers
  - 2.1.1 Provide teachers with an orientation to guidance services
  - 2.1.2 Assist teachers in the use of the services of the guidance and counseling program
  - 2.1.3 Provide teachers with appropriate feedback
  - 2.1.4 Assist teachers to interpret student test scores
  - 2.1.5 Assist teachers to understand the influence of the school program on child development
  - 2.1.6 Assist teachers to understand and accept the student's special needs
  - 2.1.7 Assist teachers in educational planning for students
  - 2.1.8 Assist teachers to determine appropriate educational placement
  - 2.1.9 Participate in teacher-parent conferences as appropriate
  - 2.1.10 Demonstrate application of developmental guidance techniques in the classroom
- 2.2 Consult with school administrators
  - 2.2.1 Assist administrators to understand the characteristics of the school's student population
  - 2.2.2 Assist administrators to understand the educational needs of the students
  - 2.2.3 Provide administrators with information regarding special needs of individual students
  - 2.2.4 Assist administrators in the effective utilization of available resources
  - 2.2.5 Assist administrators to develop appropriate in-service training programs
- 2.3 Consult with parents
  - 2.3.1 Help parents to understand the services of the guidance and counseling program
  - 2.3.2 Interpret information to parents regarding their child's strengths and weaknesses
  - 2.3.3 Interpret information to parents regarding their child's interests
  - 2.3.4 Provide feedback on review of records
  - 2.3.5 Provide feedback on observations
  - 2.3.6 Interpret to parents the results of educational assessments
  - 2.3.7 Provide parents with information to assist in their child's educational and vocational planning
  - 2.3.8 Provide parents with information regarding community referral resources available
  - 2.3.9 Participate in parent-teacher conferences, as appropriate

general, program, and specific functions



Guidance Counselors

2.4 Consult with community agencies
- 2.4.1 Assist community agencies to understand the services of the guidance and counseling program
- 2.4.2 Assist community agencies to understand children's educational needs
- 2.4.3 Serve as a liaison between community agencies and the school as appropriate
- 2.4.4 Participate in community agency educational programs as appropriate

3.0 Promote Career Awareness, Exploration, and Development

3.1 Provide opportunities for career awareness
- 3.1.1 Assist the student to develop a system of work values
- 3.1.2 Facilitate the development of positive attitudes toward work
- 3.1.3 Provide opportunities for students to acquire knowledge of career opportunities
- 3.1.4 Provide opportunities for students to acquire knowledge of the requirements of specific careers
- 3.1.5 Assist in the administration of interest inventories
- 3.1.6 Assist students to relate their strengths and weaknesses to career characteristics and requirements
- 3.1.7 Assist students to acquire decisionmaking skills

3.2 Provide opportunities for career exploration
- 3.2.1 Assist in providing students with real and simulated experiences to explore career alternatives
- 3.2.2 Assist students to utilize decision-making skills in selecting career alternatives

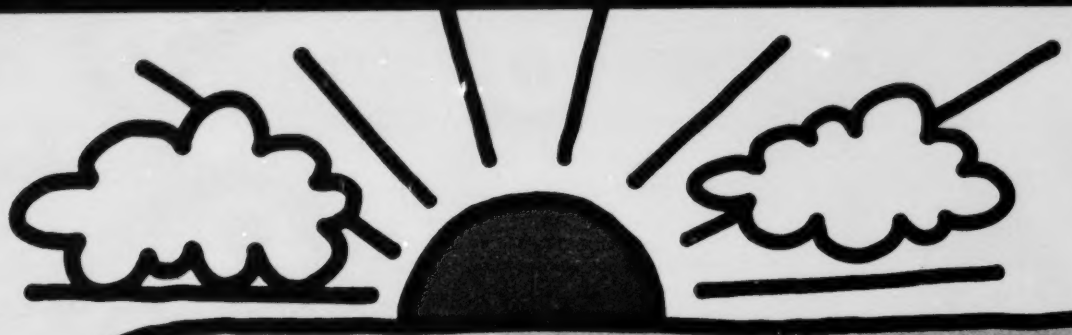
3.3 Provide opportunities for career development
- 3.3.1 Assist students to select school courses and activities appropriate to their future plans
- 3.3.2 Assist students to formulate specific postgraduation plans

4.0 Provide Student Evaluation Services

- 4.1 Provide assessment services
  - 4.1.1 Assist in the schoolwide testing program
  - 4.1.2 Administer appropriate individual and/or group assessment instruments
  - 4.1.3 Analyze results
  - 4.1.4 Perform classroom observations related to student needs
  - 4.1.5 Review existing records
  - 4.1.6 Organize student information and maintain currency
  - 4.1.7 Maintain test information in secure manner according to school policy
- 4.2 Provide interpretation of assessment results and related recommendations
  - 4.2.1 Interpret findings to students
  - 4.2.2 Interpret findings to teachers
  - 4.2.3 Interpret findings to administrators
  - 4.2.4 Interpret findings to parents
  - 4.2.5 Interpret findings to Case Study Committee (CSC)
  - 4.2.6 Propose recommendations and make appropriate referrals

5.0 Coordinate Guidance Counseling Services

- 5.1 Coordinate services with school programs
  - 5.1.1 Participate in CSC
  - 5.1.2 Participate in development of Individual Education Programs (IEP), as appropriate
  - 5.1.3 Coordinate with resource educators
  - 5.1.4 Coordinate with administrators
  - 5.1.5 Coordinate orientation to school programs for entering and departing students
  - 5.1.6 Coordinate orientation to guidance counseling program for all students
  - 5.1.7 Coordinate program adjustments for students
  - 5.1.8 Provide followup for all counseling/guidance services
- 5.2 Coordinate programs with community resources
  - 5.2.1 Utilize referral services outside the school system
  - 5.2.2 Participate in child advocacy programs



Guidance Counselors

6.0 Continue Professional and Personal Growth and Development Activities

6.1 Attend professional organization meetings when possible

6.2 Participate in formal and informal university courses related to profession

6.3 Review current professional literature

7.0 Implement a System of Program Development, Evaluation, and Research Activities in Guidance Counseling (See program evaluation and research functions)

School Psychologist

1.0 Provide Diagnostic Services

- 1.1 Obtain developmental histories
  - 1.1.1 Review available records
  - 1.1.2 Conduct parent interviews
  - 1.1.3 Collect information for developmental maturity scales
  - 1.1.4 Conduct student interviews
  - 1.1.5 Conduct teacher interviews
- 1.2 Administer, score, and summarize results of individual assessment instruments
  - 1.2.1 Administer instruments
  - 1.2.2 Score instruments
  - 1.2.3 Analyze results
  - 1.2.4 Review previous testing
  - 1.2.5 Identify student's strengths and weaknesses
  - 1.2.6 Prepare written summary of results
- 1.3 Interpret results
  - 1.3.1 Interpret to students
  - 1.3.2 Interpret to parents
  - 1.3.3 Interpret to teachers
  - 1.3.4 Interpret to community agencies as appropriate
- 1.4 Make recommendations
  - 1.4.1 Recommend teaching methods, materials, and techniques
  - 1.4.2 Recommend curriculum modifications
  - 1.4.3 Recommend special programs

2.0 Participate in Case Study Committee (CSC)

- 2.1 Provide interpretations of psycho-educational assessments and make recommendations to members of CSC (direct service)

general, program, and specific functions

School Psychologist

- 2.1.1 Provide a verbal and/or written evaluation and recommendations
- 2.1.2 Participate in the development of the Individualized Education Program (IEP)

2.2 Provide consultation services regarding student case under review (indirect service)

- 2.2.1 Assist in the interpretation of the information presented
- 2.2.2 Suggest alternatives for student program management
- 2.2.3 Suggest alternatives to available resources
- 2.2.4 Participate in the development of IEP (if needed)

3.0 Provide Counseling and Therapy Services

3.1 Provide counseling and therapy services to individual students

- 3.1.1 Assist students to recognize their strengths
- 3.1.2 Assist students to recognize their weaknesses
- 3.1.3 Assist students to understand effects of their behavior upon the social environment
- 3.1.4 Assist students to understand how social environment affects their behavior

3.2 Provide counseling services to groups of students

- 3.2.1 Assist students to understand consequences of their behavior
- 3.2.4 Provide programs for social and personal growth
- 3.2.5 Provide opportunities for students to increase awareness of self and others through group interaction

3.3 Provide counseling services to parents

- 3.3.1 Assist parents to understand growth and developmental stages of their children
- 3.3.2 Assist parents to acquire systematic parenting skills
- 3.3.3 Assist parents to acquire effective behavior management skills

3.4 Provide crisis intervention

3.2.2 Assist students to understand effects of their behavior upon the social environment
3.2.3 Assist students to understand how social environment affects their behavior

3.4.1 Assist students to understand their crisis situations
3.4.2 Assist students to accept consequences of their behaviors
3.4.3 Assist students to explore alternative solutions

4.0 Provide Consultation Services

4.1 Assist teachers to develop classroom management techniques
4.1.1 Demonstrate techniques and strategies of classroom management
4.1.2 Provide teacher with specific techniques to modify student behavior
4.2 Assist Pupil Personnel Service (PPS) staff to implement social and personal growth programs
4.2.1 Advise PPS staff of innovative programs that relate to social and personal growth of children
4.2.2 Demonstrate techniques and strategies in behavior management
4.2.3 Coordinate with PPS staff the implementation of innovative programs
4.3 Consult with community agencies
4.3.1 Assist community agencies in understanding child growth and development
4.3.2 Assist community agencies in understanding psychoeducational techniques

5.0 Participate in Program/Curriculum Development

5.1 Assist school administration with the development of in-service programs
5.1.1 Recommend curriculum modifications
5.1.2 Participate in in-service programs
5.1.3 Coordinate with school administration in implementation of innovative programs

general, program, and specific functions

School Psychologist

6.0 Participate in Community Services

- 6.1 Serve as a professional resource to the community
  - 6.1.1 Participate in community education programs
  - 6.1.2 Serve on child advocacy committees
- 6.2 Serve as a liaison between school and community
  - 6.2.1 Receive referrals from community agencies
  - 6.2.2 Forward referrals to other personnel and agencies

7.0 Participate in Personal and Professional Growth and Development Activities

- 7.1 Attend professional organization meetings
- 7.2 Participate in formal and informal university courses related to profession
- 7.3 Review current professional literature

8.0 Participate in a System of Program Development, Evaluation, and Research Activities (See program evaluation and research functions)

School Social Worker

1.0 Provide Casework Services

- 1.1 Develop Psychosocial Assessments
  - 1.1.1 Review available records
  - 1.1.2 Conduct parent interview
  - 1.2.3 Collect information for developmental maturity scales
  - 1.1.4 Conduct student interview
  - 1.1.5 Conduct teacher interview
- 1.2 Collect additional information
  - 1.2.1 Observe dynamics within school environment
  - 1.2.2 Conduct interview with school personnel
  - 1.2.3 Conduct interview with family members
  - 1.2.4 Observe family dynamics
  - 1.2.5 Make home visits, as appropriate
  - 1.2.6 Obtain information from medical resources
  - 1.2.7 Obtain information from other community agencies, as needed
- 1.3 Evaluate date
  - 1.3.1 Analyze data
  - 1.3.2 Summarize data
  - 1.3.3 Prepare recommendations
  - 1.3.4 Submit written reports as needed

2.0 Provide Counseling/Therapeutic Services

- 2.1 Provide counseling with individual and/or groups of students·
  - 2.1.1 Assist students with the acquisition of adjustment skills
  - 2.1.2 Assist students with special needs
  - 2.1.3 Assist students to understand consequences of their behavior
  - 2.1.4 Assist students to understand effects of their behavior upon the social environment
  - 2.1.5 Assist students to understand how social environment affects their behavior

general, program, and specific functions

School Social Worker

2.1.6 Provide specific programs for social and personal growth
2.1.7 Provide opportunity for student to increase awareness of self and others through group interaction

2.2 Provide counseling services to parents
2.2.1 Assist in the interpretation of the information presented
2.2.2 Assist parents with the recognition of developmental stages
2.2.3 Assist parents with the development of parenting skills
2.2.4 Counsel parents in home management techniques
2.2.5 Counsel parents to utilize related community services as recommended to supplement school services
2.2.6 Assist parents in cases of child neglect/abuse
2.2.7 Assist parents in cases of substance abuse

2.3 Provide counseling services to families
2.3.1 Counsel individual members of a family group
2.3.2 Counsel families as a group
2.3.3 Provide family crisis intervention counseling

3.0 Participate in Case Study Committee(CSC)

3.1 Provide interpretation of casework performed, and make recommendations to members of CSC
3.3.1 Provide a verbal interpretation of the social evaluation and recommendations
3.1.2 Submit a written report of evaluation and recommendation when appropriate

3.2 Provide consultation services regarding student case under review
3.2.1 Assist in the interpretation of the case information presented
3.2.2 Suggest alternatives for student program management
3.2.3 Suggest alternatives for available resources

3.1.3 Participate in the development of the IEP, as appropriate

3.2.4 Participate in the development of the IEP, as appropriate

4.0 Provide Consultative Services

4.1 Provide consultation with school personnel
- 4.1.1 Consult with individual teachers
- 4.1.2 Consult with administrators/staff

4.2 Provide consultation with medical personnel

4.3 Provide community consultation
- 4.3.1 Serve on child advocacy committees
- 4.3.2 Participate in community programs

4.4 Serve as liaison between school and community
- 4.4.1 Accept referrals from community services
- 4.4.2 Forward referrals to appropriate school personnel
- 4.4.3 Forward referrals to community resources

5.0 Participate in Program Development

5.1 Participate in school related programs
- 5.1.1 Conduct or assist in teacher in-service training programs
- 5.1.2 Coordinate with school administrator in implementing innovative programs

6.0 Provide Follow-up Services

6.1 Provide ongoing evaluations

6.2 Follow through on referred cases

7.0 Participate in Personal and Professional Growth and Development Activities

7.1 Attend professional meetings

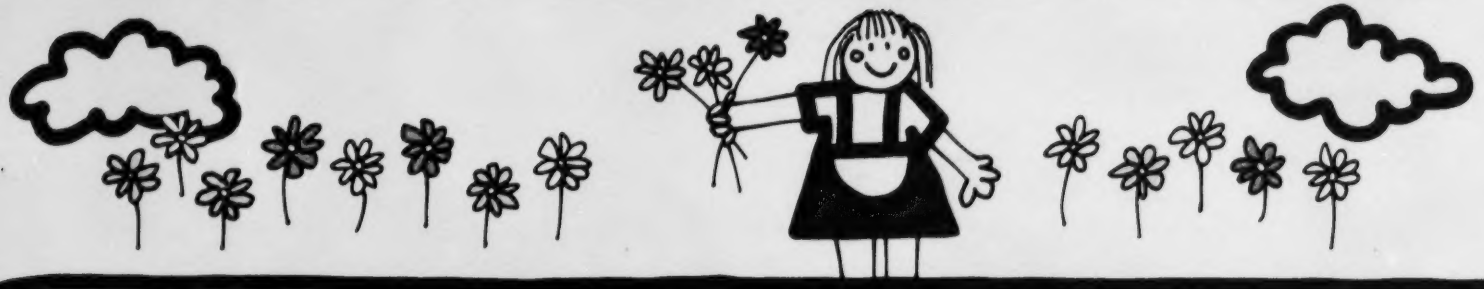
7.2 Participate in formal and informal university courses related to profession

7.3 Review current professional literature

general, program, and specific functions

School Social Worker

8.0 Participate in a System of Program Evaluation and Research Activities (See program evaluation and research functions)



Educational Prescriptionists

1.0 Identification and Diagnosis of Students with Learning and/or Adaptive Behavior Inefficiencies

- 1.1 Receive referral
  - 1.1.1 Review and prioritize referral with CSC
  - 1.1.2 Obtain written parent permission for assessment
- 1.2 Consult with teachers
  - 1.2.1 Clarify problems further, if needed
  - 1.2.2 Discuss immediate remediations
  - 1.2.3 Review further procedures to be followed which may include proceeding to 1.3 and/or directly to 1.4
- 1.3 Observe in classroom
  - 1.3.1 Determine with teacher most appropriate time for classroom observation
  - 1.3.2 Record observations if student (case) is referred
  - 1.3.3 Record observations of whole class situation in relation to case referred
  - 1.3.4 If pertinent, consult with teacher to provide remediations
- 1.4 Administer assessment instruments
  - 1.4.1 Administer appropriate initial test instruments based on referral, consultation,and observations
  - 1.4.2 Conduct further assessment, if needed, based upon outcome of initial evaluation
- 1.5 Formulate students' needs based upon analysis of strengths and weaknesses
  - 1.5.1 Determine students' learning style(s)
  - 1.5.2 Determine instructional approach and materials to be used in prescription

Educational Prescriptionists

1.5.3 Determine availability of resources
1.5.4 Determine least restrictive environment for meeting these needs

2.0 Formulate In-School Prescriptions for Intervention Strategies

2.1 Determine needs to be met in regular class
- 2.1.1 Encourage consistency and structure in the classroom
- 2.1.2 Determine appropriate physical placement in class (preferential seating)
- 2.1.3 Provide immediate consequences for response
- 2.1.5 Provide instruction for specific learning styles
- 2.1.6 Direct modeling by teacher
- 2.1.7 Model peer responses
- 2.1.8 Provide opportunities for re-teaching and practice
- 2.1.9 Modify instruction to circumvent inefficiencies
- 2.1.10 Strengthen newly acquired skills by tutoring
- 2.1.11 Direct modeling through tutoring
- 2.1.12 Obtain parent participation for "carry over" home/school effect
- 2.1.13 If necessary, prepare IEP

2.2 Determine resource needs (outside regular classroom assistance)
- 2.2.1 Participate in formulation of IEP to implement the use of special services
- 2.2.2 Recommend placement in tutorial assistance programs
- 2.2.3 Recommend placement in appropriate resource program
- 2.2.4 Recommend referral for further psychoeducational evaluation as needed

3.0 Retrieve Appropriate Materials and Demonstrate Their Use In Intervention Program

3.1 Select, recommend, and/or model the use of commercially made materials to supplement instruction

- 3.1.1 Provide specific guidelines for developing pre-academic skills
- 3.1.2 Provide specific guidelines for developing language skills
- 3.1.3 Provide specific guidelines for developing listening skills
- 3.1.4 Provide specific guidelines for developing skills in following directions
- 3.1.5 Provide specific guidelines for developing reading skills
- 3.1.6 Provide specific guidelines for developing graphic skills
- 3.1.7 Provide specific guidelines for developing mathematics skills
- 3.1.8 Provide specific guidelines for enhancement of adaptive behavior skills
- 3.1.9 Provide specific guidelines for enhancement of self-concept
- 3.1.10 Provide specific guidelines for enhancement of peer relationships
- 3.1.11 Provide specific guidelines for enhancement of family relationships

3.2 Select, recommend, and/or model the use of teacher made materials

- 3.2.1 Provide specific guidelines for developing pre-academic skills
- 3.2.2 Provide specific guidelines for developing language skills
- 3.2.3 Provide specific guidelines for developing listening skills
- 3.2.4 Provide specific guidelines for developing skills in following directions
- 3.2.5 Provide specific guidelines for developing reading skills
- 3.2.6 Provide specific guidelines for developing graphic skills
- 3.2.7 Provide specific guidelines for developing mathematics skills
- 3.2.8 Provide specific guidelines for enhancement of adaptive behavior skills
- 3.2.9 Provide specific guidelines for enhancement of self-concept
- 3.2.10 Provide specific guidelines for enhancement of peer relationships

Educational Prescriptionists

4.0 Interpret Learning Inefficiencies and/or Adaptive Behavior Problems

- 4.1 Intervention of evaluation and prescription to teachers
  - 4.1.1 Outline results of evaluation
  - 4.1.2 Analyze results of evaluation
  - 4.1.3 Discuss prescription
  - 4.1.4 If applicable, initiate draft of IEP
- 4.2 Interpretation of evaluation and prescription to CSC
  - 4.2.1 Outline results of evaluation
  - 4.2.2 Analyze results of evaluation
  - 4.2.3 Discuss prescription
  - 4.2.4 If applicable, initiate draft of IEP
- 4.3 Interpretation of evaluation and prescription to parents
  - 4.3.1 Outline results of evaluation
  - 4.3.2 Analyze results of evaluation
  - 4.3.3 Discuss prescription
  - 4.3.4 If applicable, initiate draft of IEP
  - 4.3.5 If applicable, obtain parental signature on IEP

5.0 Provide Consultation Services

- 5.1 Provide service to students
  - 5.1.1 Assist student in understanding his/her strengths and weaknesses
  - 5.1.2 Counsel student to develop techniques to enhance strengths, remediate and/or circumvent weaknesses
  - 5.1.3 Counsel student to recognize his/her contributions to
  - 5.2.8 Develop specific instructional strategies to deal effectively with student learning styles
  - 5.2.9 Demonstrate use of instructional strategies for students with special needs
  - 5.2.10 Assist teachers with the transfer of knowledge about specific referrals to other students

individual and group interactions with peers, parents, and teachers

5.1.4 Help student develop coping strategies for environmental situations

5.1.5 Involve student in decision-making processes concerning enhancement and/or remediation of skills and behavior

5.1.6 Involve student in formulation of prescription and/or Individual Development Plan (IDP)

5.2 Provide services to teacher

5.2.1 Assist teachers to understand the importance of a team approach in providing services to students

5.2.2 Reinforce teachers recognition of developmental stages in students

5.2.3 Interpret the effects of environmental situations on learning and behavior

5.2.4 Assist in the identification of students with learning and/or adaptive behavior inefficiencies (see 1.2)

5.2.5 Provide feedback on observations and assessment

5.2.6 Formulate prescriptions for enhancement, remediation, and/or circumvention

5.2.7 Assist teacher in the selection and modification of instructional materials to meet students' needs

presenting similar needs in the class

5.2.11 Request teacher assistance to draft IEP, if applicable

5.2.12 Provide assistance with teacher-parent conferences

5.3 Provide services to parents

5.3.1 Help parents understand importance of a team approach in providing services to students

5.3.2 Provide feedback to parents on their orientation and methods of child rearing and management

5.3.3 Help parents understand the developmental stages of children

5.3.4 Help parents understand the part they play in influencing their child's behavior

5.3.5 Help parents learn procedures for improving their child's school performance

5.3.6 Help parents learn procedures for improving parent-child relationships

5.3.7 Help parents understand the importance of the need for assessment and evaluation procedures

5.3.8 Interpret evaluation results and prescriptions to parents (see 4.3)

5.3.9 Help parents recognize that their problems in child training are not unique but are shared in common with other parents

5.3.10 Provide assistance with parent-teacher conferences

Educational Prescriptionists

5.3.11 Provide assistance with the formulation of classroom IEPs
5.3.12 Provide short-term counseling service to parents
5.3.13 Provide consultation and leadership for parent-education programs

5.4 Provide services to principals
5.4.1 Provide interpretation of the need for special services
5.4.2 Provide interpretation of the system for delivery of services for handicapped students and other students with special needs
5.4.3 Provide interpretation of the need for a team approach in providing services to students
5.4.4 Reinforce principal's recognition of developmental stages of children
5.4.5 Provide interpretation of importance of meeting individual needs in the classroom
5.4.6 Reinforce principal's recognition of the effects of school environment on learning and behavior
5.4.7 Provide information on procedures necessary for being in compliance with PL 94-142
5.4.8 Assist principal ineffective operation and management of the CSC
5.4.9 Provide assistance with principal-teacher conferences
5.4.10 Provide assistance with principal-parent conferences
5.4.11 Assist principal in developing in-service programs for teachers

6.0 Provide Re-evaluation and Follow-up Services

6.1 Monitor classroom prescription and/or IEP to determine its effectiveness for use in the classroom setting
6.2.5 If not effective, re-evaluate prescription
6.2.6 If prescription is appropriate,

6.1.1 Record teacher's report of student's progress
6.1.2 Compare with previous report
6.1.3 Determine if prescription has or has not been effective
6.1.4 If effective, provide feedback and reinforcement
6.1.5 If not effective, re-evaluate prescription
6.1.6 If prescription is appropriate but implementation is ineffective, repeat procedures outlined in 4.1
6.1.7 If prescription is ineffective, modify or re-evaluate entire procedure which may include a review of 1.3, 1.4, 1.5, 2.1, 2.2, 3.1 and 3.2
6.1.8 Formulate new prescription
6.1.9 Provide collected data and recommendations to CSC
6.1.10 Participate with CSC in the revision of IEP
6.1.11 Assist in the implementation of revised IEP
6.1.12 Provide ongoing re-evaluation and follow-up until case is closed

6.2 Consult with parents, as frequently as necessary, to determine effectiveness of home prescription
6.2.1 Record parent's report of child's progress
6.2.2 Compare with previous report
6.2.3 Determine effectiveness of home prescription
6.2.4 If effective, provide feedback and reinforcement

but implementation is ineffective, repeat procedures outlined in 4.3
6.2.7 If prescription is ineffective, modify or re-evaluate entire procedure
6.2.8 Formulate new prescription
6.2.9 Provide ongoing re-evaluation and follow-up until case is closed

6.3 Consult with student for his/her understanding, feelings, and reactions toward the prescription
6.3.1 Discuss student's perception of changes that have been implemented in school and/or at home
6.3.2 Assist students in the use of problem-solving techniques to determine if changes are viewed positively
6.3.3 If viewed positively, provide feedback and reinforcement
6.3.4 If not viewed positively, assist child with problem-solving techniques to formulate appropriate changes
6.3.5 Facilitate the implementation of revised prescription

6.4 Complete required re-evaluation
6.4.1 Assist in complete psychoeducational re-evaluation every three years or more frequently, if warranted, on each exceptional student
6.4.2 Complete re-evaluations on students followed by educational prescriptionist and who are

Educational Prescriptionists

being promoted from elementary to the junior high / high school

6.4.3 Whenever necessary complete re-evaluation on cases transferred to other geographic locations

6.4.4 Complete re-evaluations on cases followed by educational prescriptionist and other agencies

7.0 Refer Through the CSC to Appropriate Agencies for Related Services

7.1 Receive referral
- 7.1.1 Review and prioritize referral with CSC
- 7.1.2 Obtain written parent permission for assessment

7.2 Initiate study of case in school
- 7.2.1 Consult with teacher
- 7.2.2 If necessary, observe in classroom
- 7.2.3 Administer initial test instruments
- 7.2.4 Recommend to CSC referral to outside agency as appropriate

7.3 Review case with regional CSC if necessary
- 7.3.1 Outline reasons for referral
- 7.3.2 Outline and analyze initial results obtained

and assessment and/or complete evaluation outside of agency

7.4 Refer to recommended agency
- 7.4.1 Complete written report
- 7.4.2 Consult with and/or assist parents in contacting receiving agency
- 7.4.3 Obtain from parents signed release of information
- 7.4.4 Forward report to agency

7.5 Follow-up services with agency
- 7.5.1 Request results and recommendations from agency
- 7.5.2 Assist parents in following agency's recommendations
- 7.5.3 Monitor in-school progress
- 7.5.4 Report school and home progress to agency

7.3.3 Determine procedure to be followed which may include additional in-school observations

7.5.5 Participate in inter-agency conferences and meetings

7.5.6 Provide re-evaluation services upon request from agency

8.0 Serve As In-service Training Specialist

8.1 Provide in school in-service programs

8.1.1 Participate in workshops for faculty

8.1.2 Demonstrate use of instructional and management techniques to faculty

8.1.3 Demonstrate techniques and strategies to special class teachers

8.1.4 Demonstrate techniques and strategies to other educational prescriptionists

8.1.5 Demonstrate techniques and strategies to tutors

8.2 Provide in-service programs to outside agencies

8.2.1 Participate in workshops or programs requested by other educational agencies

8.2.2 Participate in workshops or programs requested by medical or other social agencies

9.0 Participate in Personal and Professional Growth and Development Activities

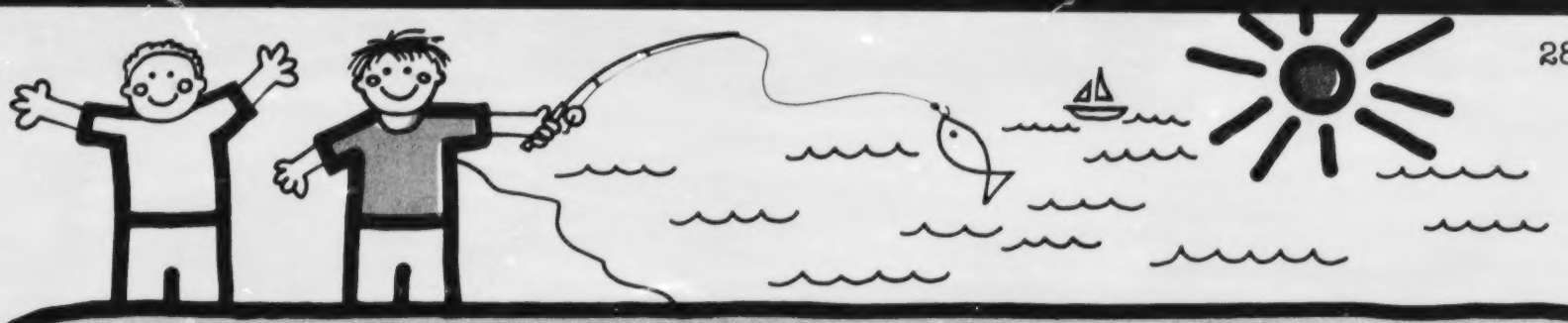
9.1 Attend professional organization meetings

9.2 Participate in formal and university courses related to the profession

9.3 Review current professional literature

10.0 Participate in a System of Program Development, Evaluation, and Research Activities (See program evaluation and research functions.)

general, program, and specific functions



School Health Nurse

1.0 Provide Consultative and Resource Service

- 1.1 Provide consultation to students
  - 1.1.1 Interpret and evaluate student's health problems/needs
  - 1.1.2 Provide guidance and information for health related problem solving
  - 1.1.3 Make referrals as indicated
  - 1.1.4 Follow-up consultations/referrals
- 1.2 Provide consultation to teachers
  - 1.2.1 Identify students with special health conditions
  - 1.2.2 Interpret student health needs
- 1.3 Provide consultation to parents
  - 1.3.1 Interpret child's health needs to parents
  - 1.3.2 Provide referral information for health services
  - 1.3.3 Provide health information
  - 1.3.4 Coordinate community services for student's health needs
- 1.4 Provide consultation to school administrator
  - 1.4.1 Identify school health needs
  - 1.4.2 Consult on implementation of health screening and appraisal programs
- 1.5 Provide resource service to the classroom teacher
  - 1.5.1 Assist teacher in health instruction
  - 1.5.2 Provide ideas for program enrichment
  - 1.5.3 Assist teacher in obtaining materials and resource people
  - 1.5.4 Coordinate in-service education on health related issues
  - 1.5.5 Provide unit or classroom instruction if certified to teach
- 1.6 Promote awareness and understanding of health careers
  - 1.6.1 Assist in career education days
  - 1.6.2 Provide career health information
  - 1.6.3 Provide individual consultation
  - 1.6.4 Promote school health clubs

2.0 Conduct Prescribed Health Screening Programs for Vision, Hearing, Dental, and Scoliosis, as Indicated

- 2.1 Schedule appropriate resources
- 2.2 Implement screening procedures
- 2.3 Identify students with specific needs
- 2.4 Refer as appropriate
- 2.5 Follow-up referrals

3.0 Participate in the Identification of Students With Special Needs

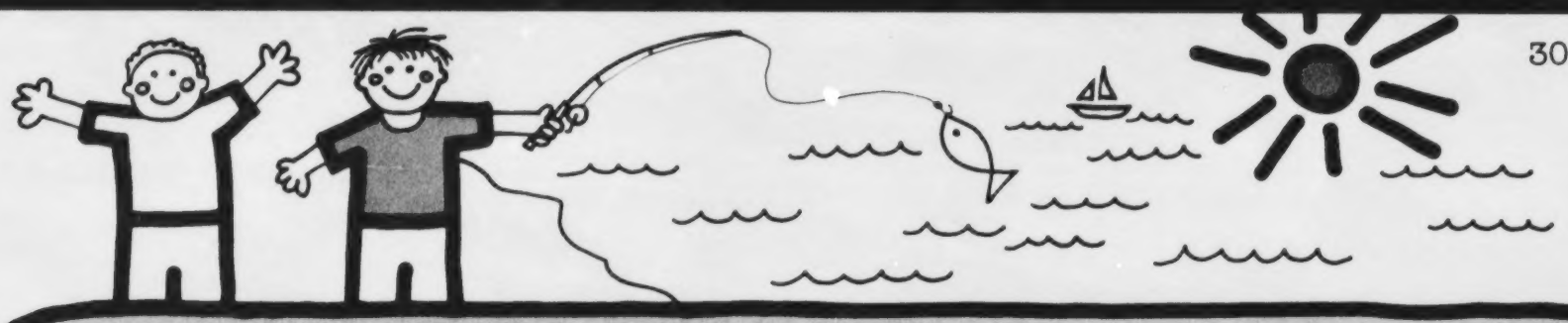
- 3.1 Serve as a member of the CSC
  - 3.1.1 Provide expertise in health related issues
  - 3.1.2 Provide followup for cases recommended for medical evaluation

4.0 Maintain Current Individual Health Data

- 4.1 Maintain permanent school health record for each student
- 4.2 Insure written reports of school related student accidents are prepared and processed
- 4.3 Maintain a record (log book) of significant health room visits

5.0 Provide Assistance for Implementation of Required Immunization of Students

- 5.1 Serve as liaison between school administration and military medical agency



School Health Nurse

6.0 Disseminate Approved Procedures for Emergency Care of Sick or Injured Students

6.1 Provide an emergency care plan
- 6.1.1 Maintain medical supplies for emergency care
- 6.1.2 Distribute to classroom teachers first aid supplies for minor injuries with appropriate instructions
- 6.1.3 Establish procedures for emergency care of students (if not established)

6.2 Provide care for sick and injured
- 6.2.1 Provide assessment
- 6.2.2 Provide immediate care as appropriate
- 6.2.3 Refer as appropriate

6.3 Administer communicable disease screening as needed

7.0 Promote the Maintenance of a Healthful Physical Environment

7.1 Identify undesirable health conditions throughout school campus
- 7.1.1 Report adverse conditions when identified
- 7.1.2 Assist in inspection of the school environment
- 7.2.2 Recommend environmental improvements to classroom teacher

7.3 Serve as the school medical contact to the Child Advocacy Board

7.2 Recommend alterations to environment to improve health conditions
- 7.2.1 Recommend environmental improvements to school administration

7.3.1 Observe, record, and refer suspected cases of child abuse or neglect

8.0 Provide Liaison Services Between the School, Home, Community Agencies, Physicians, and other Health Personnel

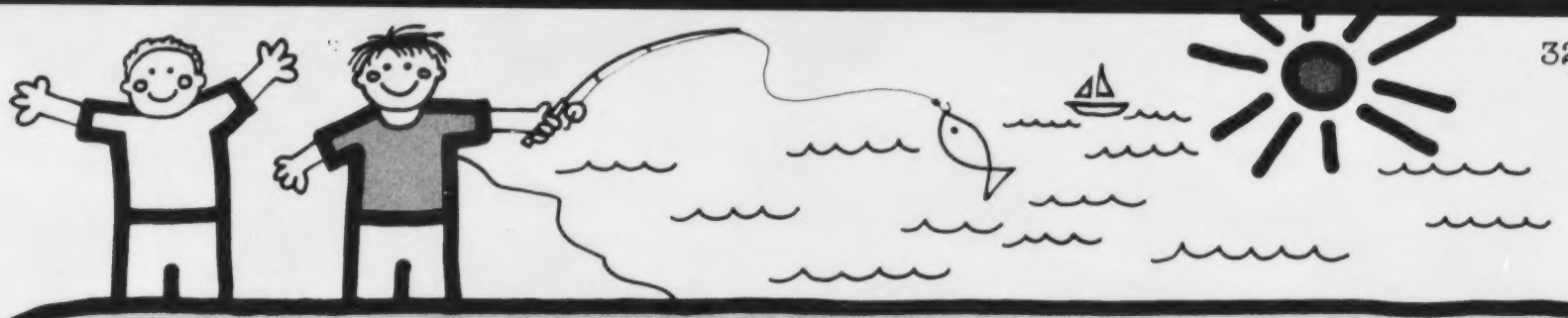
8.1 Provide awareness of needs
8.2 Facilitate communication
8.3 Facilitate receipt of needed services

9.0 Participate in Professional Growth Experiences

9.1 Maintain currency with DoDDS regulations concerning school health services
9.2 Participate in education programs to meet requirements for continued state licensure
9.3 Participate in education programs to better meet school needs
9.4 Participate in professional organizations
9.5 Review current professional literature

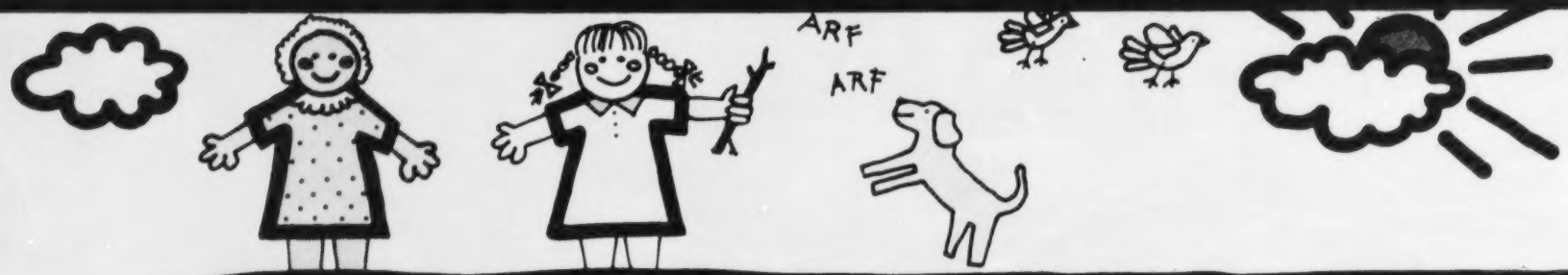
10.0 Participate in Community Organizations/ Services/Advisory Boards as Indicated

general, program, and specific functions



School Health Nurse

11.0 Implement a System of Program Development, Evaluation, and Research Activities (See program evaluation and research functions)



Resident Hall Advisor

1.0 Provide Supervision for Students Who Are Entitled to Live in the Resident Hall

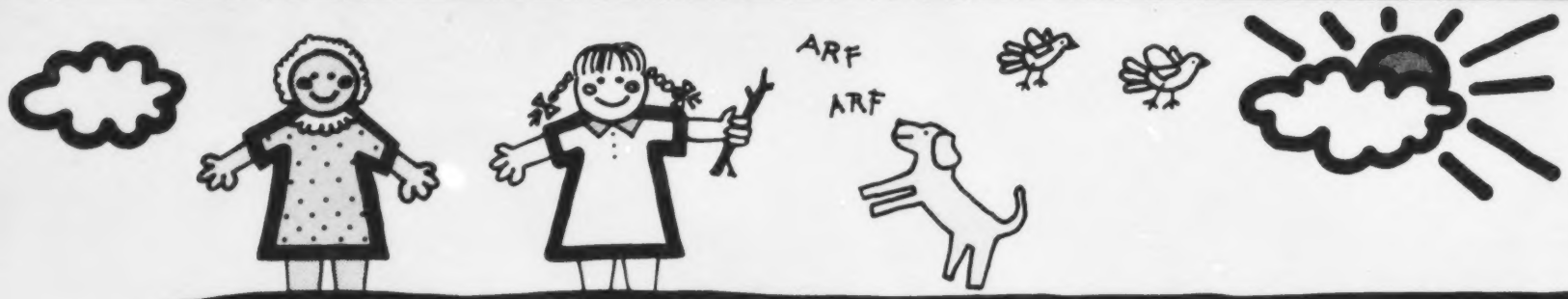
1.1 Serve as an advisor in a 5- and/or 7-day resident hall
- 1.1.1 Serve as a resource educator
- 1.1.2 Provide counseling services
- 1.1.3 Serve in loco parentis
- 1.1.4 Serve as a role model
- 1.1.5 Serve as a disciplinarian
- 1.1.6 Advise students on efficient use of study time

1.2 Establish rules and regulations

2.0 Provide Counseling Services

2.1 Counsel students individually and in groups
- 2.1.1 Assist students in their social development
- 2.1.2 Assist students to understand their attitudes
- 2.1.3 Assist students to understand their values
- 2.1.4 Assist students to understand their interests
- 2.1.5 Assist students to understand their abilities
- 2.1.6 Provide opportunities for students to develop interpersonal skills
- 2.1.7 Assist students to develop decisionmaking competencies
- 2.1.8 Provide vocational and career information

general, program, and specific functions



Resident Hall Advisor

3.0 Provide Educational, Social, and Recreational Services for Resident Hall Students

- 3.1 Provide programs that enhance cultural education
  - 3.1.1 Participate in local host nation activities
  - 3.1.2 Participate with host nation students in sport activities
  - 3.1.3 Attend local host nation humanities activities
- 3.2 Provide programs that enhance recreational experiences
  - 3.2.1 Participate in art and crafts activities
  - 3.2.2 Participate in sports activities
  - 3.2.3 Participate in music/dance activities
  - 3.2.4 Participate in other hands-on activities
- 3.3 Organize activities for group participation
  - 3.3.1 Participate in resident hall social activities
  - 3.3.2 Participate in resident hall government activities
- 3.4 Organize activities to develop leadership skills

4.0 Facilitate Communication Among School Community and Family

- 4.1 Consult with other school personnel
  - 4.1.1 Participate in school committees as appropriate
  - 4.2.2 Utilize medical personnel to understand current student health problems

4.2 Consult with appropriate community personnel
- 4.2.1 Arrange for needed transportation for students

4.3 Communicate with parents, as needed
- 4.3.1 Maintain written communication with parents as appropriate
- 4.3.2 Maintain telephonic communication with parents, as appropriate

5.0 Coordinate Medical Services

5.1 Safeguard the health of students by stressing positive health habits
- 5.1.1 Utilize the school health nurse to discuss health habits

5.2 Provide guidance in personal health decisions
- 5.2.1 Invite appropriate medical personnel to discuss health habits

5.3 Respond to medical needs of students

6.0 Exercise Necessary Environmental Control

6.1 Oversee the physical facilities
- 6.1.1 Inspect facilities, health practices, and sanitation goods, material,and equipment
- 6.1.2 Report facility deficiencies
- 6.1.3 Insure good housekeeping practices

6.2 Monitor security precautions

6.3 Maintain needed reports and records

7.0 Participate in Personal and Professional Growth and Development Activities

7.1 Attend professional organization meetings when possible

7.2 Participate in formal and university courses related to the profession

7.3 Review current professional literature

general, program, and specific functions

Resident Hall Advisor

8.0 Participate in a System of Program Development, Evaluation, and Research Activities (See program evaluation and research functions)

Program Evaluation and Research Functions In Pupil Personnel Services

1.0 Implement a System of Program Development, Evaluation, and Research Activities in Pupil Personnel Services (PPS)

- 1.1 Assess the needs of the program
  - 1.1.1 Determine if the program is fulfilling its functions and achieving its objectives
  - 1.1.2 Identify priority functions and objectives
- 1.2 Develop a program plan based upon needs assessment
  - 1.2.1 State measurable objectives and functions for the program
  - 1.2.2 Select appropriate measures for determining the extent to which the functions and objectives are being met
  - 1.2.3 Identify processes to achieve the stated functions and objectives
  - 1.2.4 Determine the feasibility of the program proposed to meet the needs
  - 1.2.5 Provide evaluative criteria for department use
- 1.3 Determine if the procedures specified in the program plan are carried out in the intended manner
  - 1.3.1 Conduct implementation evaluations
  - 1.3.2 Make necessary changes enabling the program to operate as planned
- 1.4 Determine the extent to which the program is achieving its functions and objectives
  - 1.4.1 Collect data periodically concerning assessment of functions and objectives
  - 1.4.2 Evaluate the extent to which functions and objectives are being achieved

general, program, and specific functions

Program Evaluation and Research Functions In Pupil Personnel Services

- 1.4.3 Make appropriate recommendations based on evaluation results

1.5 Participate in the development and modification of the school curriculum
- 1.5.1 Identify areas of the curriculum to be improved with regard to individual student needs
- 1.5.2 Propose suggestions regarding curriculum improvement
- 1.5.3 Assist the school staff in evaluating the affects of curriculum change on students

1.6 Conduct research studies
- 1.6.1 Conduct follow-up studies
- 1.6.2 Conduct studies concerning social/behavioral problems
- 1.6.3 Conduct studies concerned with individual assessment, counseling, and therapy techniques

1.7 Disseminate results of research and evaluation studies relevant to the needs of the school
- 1.7.1 Disseminate to school staff results of studies conducted by the PPS staff
- 1.7.2 Disseminate to school staff results of current research in the professional literature
- 1.7.3 Disseminate to regional office results of studies conducted by school PPS
- 1.7.4 Disseminate results of basic skills assessments to school staff, students, and parents

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general, program, and specific functions

Distribution:

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(1 per PPS staff member and school administrator)